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ABSTRACT

The assessment instrument to be used with seven monographs relating to quality circles, this booklet is used to evaluate quality circle competencies for participants attending Quality Circle Training Institutes. The assessment instrument contains nine competency areas for evaluating effectiveness of participants on a scale from 1 (ineffective) to 6 (most effective). (MD)

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QUALITY CIRCLE COMPETENCIES

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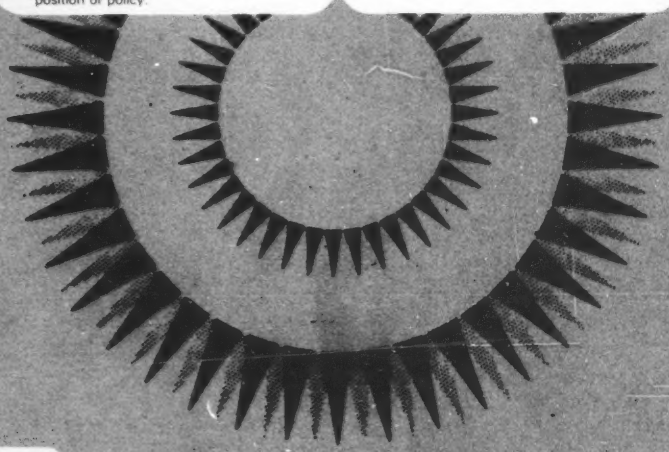

EA 016 289

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FOREWORD

This booklet was developed for the Educational Quality Circles Consortium, a Title IV-C Developmental Innovative Project for which the San Mateo County Office of Education is the LEA (Local Education Agency).

The primary foci of the project are to study the industrial model of quality circles and develop a prototype for educational quality circles, to develop appropriate training materials, and to use these in the training of resource personnel and school level staff members to establish circles in each of four target schools.

Through the development of effective circles in the schools, it is perceived that staff and students will experience greater feelings of satisfaction and empowerment.

The following is a list of monographs developed for training purposes which are available from this office at cost of production:

Team Building in Quality Circles, Mary Bacon

Creative Problem Solving in Quality Circles, Geoffrey Ball

Facilitation Skills in Quality Circles, Kenneth Blaker

Decision Making in Quality Circles, Mildred Browne

Gathering, Analyzing and Presenting Data in Quality Circles, Randall Cognetta and Jean Goodwine

An Effective Time & Management Strategy in Quality Circles, Don Halverson

Managing Quality Circles Effectively, Frank Omowale Satterwhite

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This product represents a synthesis of ideas which I received from seminars, assessment tools, and personal experiences as a trainer of facilitators. Furthermore, this effort would not have been possible without the piloting of Mrs. Patricia Lasarte and the substantial contribution of my secretary, Margaret Lyons, who designed the booklet and typed the final draft.

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QUALITY CIRCLE (QC) COMPETENCIES

This booklet is the assessment tool for participants who attend the QC Training Institute. The goal and objective of the institute follow:

Goal:

To improve group participation and facilitation skills.

Objective:

After completion of training, each participant will demonstrate a minimum effectiveness rating of four (4) in each designated skill area to receive certification as a QC facilitator.

The general skill areas are 1) coaching, 2) traffic director, 3) interaction catalyst, 4) model, 5) group dynamics, 6) recording, 7) effective meeting management, 8) utilization of tools, and 9) personal attributes.

Note:

Participants may also use the booklet as an observation guide to facilitate mastery over the skill of providing positive and negative non-judgmental feedback to members, facilitators, and/or recorders.

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QUALITY CIRCLES
Assessment Instrument

	COMPETENCIES	Ineffective (-)			Effective (+)		
1.0	COACHING SKILLS						
1.1	Specifies Learning Objectives	1	2	3	4	5	6
1.2	Varies Techniques to Involve Members	1	2	3	4	5	6
1.3	Reinforces Member Appropriately	1	2	3	4	5	6
1.4	Utilizes Audio-visuals Effectively	1	2	3	4	5	6
1.5	Presentation is Clear	1	2	3	4	5	6
1.6	Responds Appropriately to Questions	1	2	3	4	5	6
1.7	Monitors Learning of Participants	1	2	3	4	5	6
1.8	Treats Participants as Adult Learners	1	2	3	4	5	6
1.9	Utilizes Appropriate Solutions to Problems	1	2	3	4	5	6
1.10	Maintains Appropriate Pacing	1	2	3	4	5	6
2.0	FACILITATION SKILLS - TRAFFIC DIRECTOR						
2.1	Specifies Task	1	2	3	4	5	6
2.2	Specifies Process	1	2	3	4	5	6
2.3	Maintains Pacing with Hand Movement	1	2	3	4	5	6
2.4	Maintains Pacing with Body Movement (proximity)	1	2	3	4	5	6
2.5	Maintains Pacing with Voice	1	2	3	4	5	6
2.6	Intervenes Assertively	1	2	3	4	5	6
2.7	Maintains Pacing with Eye Contact	1	2	3	4	5	6
2.8	Specifies Desired Outcomes	1	2	3	4	5	6

		Ineffective (-)			Effective (+)		
3.0	FACILITATION SKILLS - INTERACTION CATALYST						
	3.1 Encourages each Member's Participation	1	2	3	4	5	6
	3.2 Varies Approaches to Ensure Participation	1	2	3	4	5	6
	3.3 Uses Appropriate Wait Time for Responses	1	2	3	4	5	6
	3.4 Encourages Divergent Points of View	1	2	3	4	5	6
	3.5 Uses Appropriate Body Language	1	2	3	4	5	6
4.0	FACILITATION SKILLS - MODEL						
	4.1 Acceptance of Different Opinions	1	2	3	4	5	6
	4.2 Acceptance of Criticism	1	2	3	4	5	6
	4.3 Effective Listening Skills	1	2	3	4	5	6
	4.4 Providing Nonjudgmental Feedback	1	2	3	4	5	6
	4.5 Displays Patience	1	2	3	4	5	6
	4.6 Constructive Humor	1	2	3	4	5	6
	4.7 Clarifying Misunderstandings	1	2	3	4	5	6
	4.8 Questioning in Nonthreatening Manner	1	2	3	4	5	6
	4.9 Assertive Neutrality	1	2	3	4	5	6
	4.10 Caring Detachment	1	2	3	4	5	6
	4.11 Clear Direction to Recorder	1	2	3	4	5	6

	COMPETENCIES	Ineffective (-)			Effective (+)		
5.0	FACILITATION SKILLS-GROUP DYNAMICS						
5.1	Reads Nonverbal Messages Appropriately	1	2	3	4	5	6
5.2	Changes Style as Appropriate	1	2	3	4	5	6
5.3	Responds Appropriately to Cultural Differences	1	2	3	4	5	6
5.4	Identifies Power Conflicts	1	2	3	4	5	6
5.5	Encourages Confrontation of Conflicts	1	2	3	4	5	6
5.6	Analyzes Causes of Conflict	1	2	3	4	5	6
5.7	Acknowledges What is Happening in the Group	1	2	3	4	5	6
5.8	Resolves Conflict through Negotiation	1	2	3	4	5	6
5.9	Converts Conflicts into Positive Growth Experience	1	2	3	4	5	6
5.10	Maintains Neutrality During Conflicts	1	2	3	4	5	6
5.11	Neutralizes Emotions	1	2	3	4	5	6
5.12	Responds to Destructive Humor	1	2	3	4	5	6
5.13	Intervenes Appropriately	1	2	3	4	5	6
5.14	Draws Accurate Conclusions from Body Language	1	2	3	4	5	6
6.0	FACILITATION SKILLS-RECORDING						
6.1	Records Clearly -Headings etc.	1	2	3	4	5	6
6.2	Records Accurately	1	2	3	4	5	6
6.3	Pacing Consistent with Flow of the Group	1	2	3	4	5	6
6.4	Maintains Neutrality	1	2	3	4	5	6
6.5	Interaction with Recorder	1	2	3	4	5	6

	COMPETENCIES	Ineffective (-)			Effective (+)		
7.0	EFFECTIVE MEETING MANAGEMENT						
	7.1 Issues/Concern Sheet Utilized	1	2	3	4	5	6
	7.2 Physical Arrangement Conducive to Task	1	2	3	4	5	6
	7.3 Agenda Placed Prominently	1	2	3	4	5	6
	7.4 Memory Used Appropriately	1	2	3	4	5	6
	7.5 Provided Appropriate Materials (i.e., pads, pens, tape, etc.)	1	2	3	4	5	6
	7.6 Ground Rules Displayed Prominently	1	2	3	4	5	6
	7.7 Facility Left Appropriately	1	2	3	4	5	6
8.0	UTILIZATION OF TOOLS						
	8.1 Parroting	1	2	3	4	5	6
	8.2 Paraphrasing	1	2	3	4	5	6
	8.3 Describing Behavior	1	2	3	4	5	6
	8.4 Describing Feelings	1	2	3	4	5	6
	8.5 Clarifying Statements	1	2	3	4	5	6
	8.6 Summarizing	1	2	3	4	5	6
	8.7 Group Survey	1	2	3	4	5	6
	8.8 Reflecting Feelings	1	2	3	4	5	6
	8.9 Speaking Clearly	1	2	3	4	5	6
	8.10 Questioning Approaches	1	2	3	4	5	6
	8.11 Rainbow Method	1	2	3	4	5	6
	8.12 Seven (7) Steps Decision Model	1	2	3	4	5	6
	8.13 Brainstorming	1	2	3	4	5	6
	8.14 Consensus	1	2	3	4	5	6

	COMPETENCIES	Ineffective (-)			Effective (+)		
8.0	UTILIZATION OF TOOLS (continued)						
8.15	Fishbone	1	2	3	4	5	6
8.16	Pareto Diagram	1	2	3	4	5	6
8.17	Easy/Hard Important/ Unimportant Chart	1	2	3	4	5	6
8.18	Interpret Data (i.e., graphs, charts, etc.)	1	2	3	4	5	6
8.19	Conflict Management Process	1	2	3	4	5	6
8.20	Listening	1	2	3	4	5	6
8.21	Presentation Strategy	1	2	3	4	5	6
9.0	PERSONAL ATTRIBUTES						
9.1	Exudes Self-confidence	1	2	3	4	5	6
9.2	Takes Risks (i.e., surface conflicts)	1	2	3	4	5	6
9.3	Appears Enthusiastic	1	2	3	4	5	6
9.4	Generates Acceptance	1	2	3	4	5	6
9.5	Acknowledges Mistakes	1	2	3	4	5	6
9.6	Relates Well to Participants	1	2	3	4	5	6
9.7	Demonstrates Flexibility	1	2	3	4	5	6
9.8	Communicates Honestly	1	2	3	4	5	6
9.9	Willingness to Learn (Grow)	1	2	3	4	5	6
9.10	Maintains Involvement Consistently	1	2	3	4	5	6

COMMENTS

TRAINING FACILITATOR:

Signature: _____

Date: _____

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